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ABSTRACT

Guidelines are offered in this manual for develping a physical education curriculum for grades 9 through 12. The primary objective for the curriculum is the development of physical fitness, and motor and life skills in students. Activities are recommended in the areas of team and individual sports, aquatics and rhythm, and Alaska outdoor activities. The guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities.
"Topics/Concepts" define broadly the content to be included in the study of each subject area. "Learning Outcomes/ Objectives" describe the behaviors which students are expected to demonstrate as a result of their learning experiences. "Sample Learning Activities" are given as indicators of student progress toward the stated goals, i.e., the learning outcomes. (JD)

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Alaska
Secondary
Curriculum Guide
Second Edition

ALASKA

SECONDARY PHYSICAL EDUCATION

MODEL CURRICULUM GUIDE

Second Edition

August 1986

Alaska Department of Education

Office of Curriculum Services

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ALASKA MODEL CURRICULUM SERIES

GENERAL PREFACE

Among the many decisions that schools must make, none is more important than the choice of curriculum. Curriculum defines the intent behind instruction and the expectations for student performance. This Second Edition curriculum guide is one of a series intended to serve as a model for Alaskan school districts as they develop and review their own curriculum documents. It is not intended that these guides be used directly by teachers for classroom instructional purposes. Districts are expected to develop their own locally suitable curriculum, using these guides as a base and a point of departure. In the future, as districts use the guides to develop and implement curriculum, their value will be measured by the increased ability of Alaskan students to learn, think, and perform as informed and productive citizens.

In their present form these guides represent a synthesis of input from many sources, both Alaskan and national. They were originally prepared by staff at the Department of Education with the help of professional content associations, Alaskan teachers and administrators. An extensive review and revision process of the first drafts was conducted in 1984-85. School districts, subject matter associations, other professional associations, and interested individuals were part of a revision process that was contracted to the Northwest Regional Educational Laboratory. A panel of nationally recognized curriculum specialists assisted in the original review of each content area. (Contributions to specific guides are listed in the acknowledgments sections of the guides.)

In one sense, these guides will never be finished. It is the intention of the Department of Education that they be dynamic documents, subject to revision as part of the six year curriculum review cycle The state's cycle was initiated by the Department after the curriculum regulations of 1984 were adopted.

Guides exist in the areas of:

Kindergarten	Fine Arts
Language Arts	Social Studies
Science	Computer Education
Foreign Languages	Health
Mathematics	Physical Education

The format of the guides is straightforward but not oversimplified. Each guide lists Topics/Concepts, Learning Outcomes/Objectives, and Sample Learning Activities in three columns.

Topics/Concepts, in the first column, describe the major parts of the subject under consideration. They define broadly the content to be included in the study of each subject area.

Learning Outcomes/Objectives, in the second column, describe, in general terms, the behaviors which students are expected to demonstrate as a result of their learning experiences. Learning outcomes/objectives are the goals toward which student learning is directed.

Sample Learning Activities, shown in the third column, are indicators of student progress toward the stated goals, i.e., the learning outcomes. At least one sample learning activity is stated to illustrate each learning outcome. It is intended that the sample learning activities are just that: samples only. They do not constitute a learning program. Alaskan districts will generate their own locally applicable learning activities within the framework of their district's chosen topics/concepts and learning outcomes.

The guides are grouped by grade level groupings -- grades 1-3, 4-6, 7-8 at the elementary level, and 9-12 at the secondary level. Recognizing the unique characteristics of the five year old learner, kindergarten was prepared as a separate guide. In the development, grades 7-8 were generally seen as the end of the elementary years, but with some beginnings for the secondary level. On the secondary level the guides generally contain discrete one or two semester courses that would be offered; these are not always tied to a particular grade level as the local district must determine the most effective sequence for these courses.

In 1984 the Alaska State Board of Education stated, "The Model Curriculum Guides are intended to serve as a model, not a mandate." They underscored the fact that a partnership between the state and local school districts is crucial. The Board affirmed the need to promote individual variation while stressing the collective responsibility for educating all students in Alaska. It is in this spirit that the Department of Education welcomes the opportunity for continuous collaboration with those interested in the further development and refinement of this entire series of guides.

PREFACE

SECONDARY PHYSICAL EDUCATION MODEL CURRICULUM GUIDE

"Physical education is an essential part of the total education program and makes significant contributions toward the achievement of desirable educational outcomes through the medium of physical activity and related experiences. It is education through, as well as of, the physical. An effective and comprehensive physical program:

- promotes the physical growth and development of children and youth while contributing to their health and well-being.
- makes a major contribution to the personal and physical fitness of each student, including cardio-respiratory efficiency, endurance, flexibility, agility, balance, muscular strength, speed, power, coordination, and rhythmic responses.
- teaches efficient, graceful, and useful movement skills at all developmental levels.
- is a planned sequence of experiences in a variety of activities beginning with basic movement skills and progressing toward complex skill sports, dance, aquatics, and other forms of human movement.
- offers many opportunities to help individual students develop a wholesome self concept and an appreciation of others.
- is education for the constructive use of time, including leisure hours, keeping fit and enjoying physical forms of recreation during the school years and continuing throughout adult life.
- helps students to understand and appreciate expressive, creative, aesthetic movement from the standpoint of both the participant and the observer.
- makes important contributions to the emotional, social, mental, moral and ethical development and adjustment of students."
(A Statement of Basic Beliefs, The Society of State Directors of Health, Physical Education, and Recreation, 1985.)

In Alaska, the natural environment poses several added challenges to overall physical fitness and well-being. The inherent values of motor skill development, from the standpoint of both worthy use of leisure time and the positive contribution of physical activity to long-term mental and physical health are considered as a basis for this curriculum guide. Physical education should develop a child's intellectual abilities, stimulate his/her creativity, and enchance his/her self-image.

Although school health is often considered as distinct from Physical Education, learning outcomes/objectives associated with the knowledge and attitudes for fitness and motor skill development and those derived from life skills are closely linked to general concepts in health education. Attention should be given at the local level to coordination of physical and health education, to increase the opportunities to develop positive life long competencies and habits.

Dance concepts and skills can be integrated into the entire curricular program. The study and performance of dance involves the physical, intellectual and emotional capacities of the students. In addition, dance helps students to become aware of their bodies and their aesthetic sensitivities. Students' personal awareness, physical coordination, social skills, creative potential and possible interests and talents in dance are developed. Outcomes/objectives and activities related to dance are contained throughout this Guide; they are more comprehensively addressed in the Fine Arts Model Curriculum Guide.

One basis for the formulation of this guide was a strong belief in the foundation of efficient body management and that the fundamental skills should be geared to the developmental needs of the child. In addition, the activities selected for the guide are based upon their potential to help teachers and students reach expected concept goals. Desirable behavioral changes, associated educational values, and personal benefits are clearly stated. The guide will be most useful for school districts which adapt it to fit specific local needs and involve representatives of the local community in local planning and implementation.

Three themes organize the learning outcomes/objectives and sample learning activities.

Fitness Outcomes - Organize performance, knowledge and attitude objectives to develop the flexibility, strength and aerobic fitness of each child.

Motor Skill Development - Organize performance, knowledge and attitude through such skill themes as traveling, chasing, jumping, throwing, and volleying.

Life Skills Development - Enhanced through creativity and social skills, the child develops the ability to express him/herself kinesthetically in a unique manner, and achieve personal and social goals.

Where skill themes are used as learning outcomes/objectives in motor skill development, the sample learning activities reflect learning levels of skill proficiency at the pre-control, control, utilization and proficiency levels. Skill themes demonstrate a developmental approach to learning, and are illustrated by the example below:

Pre-Control Level:	Unable to repeat movements; entraneous movements; awkwardness and incorrect movements; surprised at correct movements.
Control Level:	Less haphazard and more in line with child's intentions; more consistent and correct; can combine movements; needs to concentrate to do movements correctly.

Utilization Level:	More automatic and can be performed successfully with concentration; can be executed even when context is varied; can begin to move skillfully in unpredictable situations; several skills can be combined successfully.
Proficiency Level:	Almost automatic; can focus on extraneous variables and still perform skill successfully; movements often seem effortless; can modify performance to meet demands of situation.

Throughout the guide for each topical area, the general topics/concepts are numbered with whole numbers (e.g., 1.0, 2.1) sub-topics are then numbered 1.1., etc. The learning objectives/outcomes found in the middle column represent a sequential flow of content matter based on students' developmental levels. Outcome numbers correspond to the topic area and proceed sequentially after the decimal (e.g., 2.1.3 follows 2.1.2 and is not equivalent to 2.1.6.) In physical education all numbers proceed consistently from grade one through grade twelve. The numbering is designed to facilitate cross referencing to other guides and specific referencing of this guide by districts using it.

MAJOR ACTIVITY AREAS - Secondary Physical Education

A. Team Activities: 3 to 12 weeks (at least two should be offered)

1. Volleyball
2. Basketball
3. Floor Hockey
4. Pillow Polo
5. Soccer
6. Softball
7. Flag Football
8. Broomball
9. Team Handball
10. Speedball
11. Rugby
12. LaCrosse
13. Field Hockey
14. Ice Hockey

B. Individual/Dual Activities: 3 to 12 weeks (at least three should be offered)

1. Physical Fitness Activities
2. Badminton
3. Table Tennis
4. Archery
5. Pickleball
6. Tennis
7. Gymnastics
8. Tumbling
9. Golf
10. Martial Arts
11. Fencing
22. Eskimo Olympic Events
12. Weight Training
13. Aerobics
14. Bicycling
15. Jogging/Running
16. Racquetball
17. Handball
18. Track and Field
19. Wrestling
20. Recreational Activities (i.e., horseshoes, bowling)
21. Riflery (Marksmanship)

C. Aquatic Activities: 3 to 12 weeks (at least one should be offered)

1. Individual Swim/Water Safety
2. Beginning Swimming
3. Intermediate Swimming
4. Advanced Swimming
5. Synchronized Swimming
6. Aquatic Games
7. Boating
8. Sailing
9. Canoeing
10. Scuba
11. Life Saving

D. Rhythmic Activities: 3 to 12 weeks (at least one should be offered)

1. Folk Dance
2. Modern Dance
3. Ballet
4. Jazz
5. Break Dance
6. Square Dance
7. Social Dance
8. Tap Dance
9. Rhythmic Gymnastics
10. Aerobics
11. Synchronized Swimming

E. Alaskan Outdoor Activities: 3 to 12 weeks (at least one should be offered)

1. Outdoor Education
2. Recreational Environmental Awareness
3. Orienteering
4. Wilderness Skills (camping, tracking, survival)
5. Rock Climbing
6. Alaska Native Games
7. Hunter Safety
8. Fishing
9. Skating
10. Skiing
11. Dog Mushing
12. Snowshoeing
13. First Aid*
14. CPR*
15. Athletic Training*
16. Cold Water Survival*

* These activities are survival skills that should also be included in a required health curriculum. If a health education program is not available, the Physical Education curriculum should cover these important skill areas.

The preceding list is not intended to exclude any suitable activity within a specific area. For example, in some areas it would be appropriate to include Native Alaskan games and physical events. The individual activities listed are non-inclusive examples. It is suggested that the five areas meet for a minimum of three weeks and that the three major concepts listed and the associated learning outcomes be considered.

PHYSICAL EDUCATION

GRADES 9-12

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1. FITNESS DEVELOPMENT		
1.1 Performance		
	1.1.9 Demonstrate cardiovascular fitness.	Perform an aerobic routine for a predetermined length of time.
	1.1.10 Demonstrate strength and muscular endurance.	Improve scores in the AAHPERD's Fitness Test for sit-ups, pull-ups and flexed arm hang. Perform 25 reps of any exercise with 50% of maximum lift at the end of a weight training unit.
	1.1.11 Demonstrate flexibility.	Score higher on the sit and reach test than at the beginning of the year. Improve flexibility at the shoulder and hip. Synthesize a series of exercises which adults can use to maintain body flexibility.
	1.1.12 Demonstrate agility	Improve his/her time and technique on a specified obstacle course. Respond in movement to the movement of another person, as in a movement "conversation."

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
1.2 Knowledge		
	1.2.12 Identify and apply fitness components and their contributions to emotional and physical health.	
		Identify all fitness components on a test and explain the contributions of each to overall emotional and physical health.
		Design a safe, health-improving fitness program for an adult and discuss it with him/her.
	1.2.13 Describe the relationship of human anatomy and physiology to fitness.	
		Apply overload or training heart rate to a personal strength and fitness training program.
	1.2.14 Evaluate nutrition and weight control practices as related to body composition and physical activity.	
		Determine his/her actual and target percentage of body fat.
		Analyze his/her current food consumption and exercise to determine balance.
		Analyze popular diets and dietary practices for long term effects on health (i.e., crash diets, anorexia, obesity).

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	1.2.15 Demonstrate the relationship of rest and relaxation to total fitness.	
		Demonstrate a progressive muscular relaxation technique.
		Schedule his/her day so that he/she will get regular daily rest.
	1.2.16 Evaluate conditions necessary for achieving maximum physical performance.	
		Evaluate the role of cardiovascular fitness, muscular skills, and mental imagery in achieving peak performance.
	1.2.17 Apply appropriate physical injury prevention and treatment principles.	
		Perform appropriate steps when a strain, sprain, pull or other physical injury occurs.
		Score 70% or above on the standard Red Cross first aid test.
	1.2.18 Evaluate varied misconceptions and myths about exercise and training.	
		Critique four common misconceptions about exercise and training using sound logic, basic physiology, and research findings.
		Evaluate various exercise/weight loss equipment/programs in advertisements or at a local health spa to determine if there is a physiological basis to substantiate the claims of the equipment/program.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Differentiate, from a list of 25 statements regarding exercise and training, which are true and which are not and why.
	1.2.19 Analyze career possibilities in physical education and related areas.	
		Evaluate specific occupational requisites in relation to personal abilities, interests and goals.
1.3 Attitudes		
	1.3.6 Exhibit a commitment toward the development and life-long maintenance of fitness.	
		Participate weekly in at least one form of physical activity outside of physical education classes.
		State the need or interest in learning new physical activities.
		Submit a positive self-evaluation about how he/she feels in relation to fitness.
	1.3.7 Display positive attitudes toward personal skill development.	
		Accept the concept that practice leads to improvement, not necessarily to perfection.
		Repeat skill practice when given the opportunity in class.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Display a willingness to try new techniques to improve skills, accept positive criticism, and value his/her accomplishments.
		Find a movement expressive of a mood or feelings and experiment with ways of extending it to make it stronger, clearer,or more emphatic.
	1.3.8 Display an appreciation for excellence in physical performance.	
		Define excellence in terms of physical feats.
		Demonstrate an awareness of elite athletic performances reported in the media.
		Defend choice of outstanding performance using objective measures.
		Compliment classmates for good performances.
2. MOTOR SKILL DEVELOPMENT		
2.1 Performance		
	2.1.6 Demonstrate a variety of physical skills at the utilization and proficiency levels:	
		Agility Improve his/her ability to stay with his/her opponent in man-to-man defense on a court.
		Improve scores on the agility step test.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Power and speed in movement Show improvement in the 100 meter dash.
		Proper mechanics in static and dynamic activities Demonstrate the proper form while lifting weight from the floor.
		Hold a handstand with proper form for 3 seconds.
		Manipulative skill activities Improve on numbers of consecutive vollies of a ping-pong ball.
		Perform an overhand smash in badminton.
		Rhythmic movement patterns Complete an aerobic dance routine in time with music and classmates.
		Perform the Salty Dog Rag with his/her partner.
		Individual and dual games and activities Improve scores in the prone position with small bore markmanship.
		Engage in a game of pickleball for a full class period.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Aquatic activities Pass the Red Cross beginning swimming skills test.
		Participate in a swimming relay race.
		Physical and motor fitness skills Run with proper arm carriage and swing.
		Demonstrate ability to jump rope.
		Demonstrate correctly the crawl stroke for 25 yards.
		Outdoor activities Ice skate for 25 yards without falling.
		Dress appropriately for the range of local weather conditions.
2.2 Knowledge	2.2.20 Synthesize principles of perceptual motor, locomotor, non-locomotor and manipulative skill development.	
		Analyze various muscles and muscle groups; identify exercises which affect his/her growth or strengthening.
		Pass a true or false exam on the principles of rock climbing.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
	2.2.21 Apply the rules and strategies of various sports and games.	
		Pass an officiating exam of his/her own interest.
		Lead a team and adjust the defense to a changing offense.
	2.2.22 Apply principles of safe environments for physical activities.	
		Determine if ice is strong enough for skating.
		Inspect playground and gym equipment for hazards.
	2.2.23 Demonstrate proper care and use of equipment and attire.	
		Properly sharpen ice skates.
		Direct the set-up and take-down of a volleyball net.
		Dress appropriately for varied activities.
	2.2.24 Achieve realistic performance goals.	
		Write down personal performance goals and check them off when achieved.
		Evaluate dances as to movement, form and meaning, noting styles, stating and accounting for preferences.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
2.3 Attitudes		
	2.3.5 Display a positive attitude toward physical activity.	
		Be involved with physical activity outside of class.
	2.3.6 Display sportsmanship.	
		Shake hands at the conclusion of an athletic contest.
3. DEVELOPMENT OF LIFE SKILLS		
3.1 Creativity		
	3.1.7 Develop an original physical activity	
		Create original dance using elements of balance, sequence, harmony, transition, climax and unity in the dance composition.
3.2 Social Skills		
	3.2.9 Demonstrate positive participation and contribution to a group.	
		Actively participate in the solution of a group initiated problem.
		Pass the basketball to a teammate who is in a better scoring position.
		Avoid criticism of the official of any contest.
		Accept his/her turn at leading warm-up exercises.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Participate in competition sports without losing control in tense situations.
		Follow the directions of a peer who has been given a leadership role.
		Voice his/her opinion and then compromise when the group is asked to set a goal.
3. DEVELOPMENT OF LIFE SKILLS		
3.1 Social Skills		
	3.2.10 Develop, commit to, and achieve personal goals.	
		Explain to classmates how a particularly difficult task was learned.
		Express a desire to try new activities.
		Enthusiastically participate in a new game when presented.
		Develop a profile of his/her strengths and weaknesses in physical education.
	3.2.11 Demonstrate self-confidence.	
		Hang by his/her legs from a pull-up bar or overhead ladder for 30 seconds.
	3.2.12 Demonstrate appropriate risk taking.	
		Climb the pamper pole and jump, knowing that he/she risks missing the trapeze, but also knowing he/she is on a safety belay.

TOPIC/CONCEPT	LEARNING OBJECTIVE/OUTCOME	SAMPLE LEARNING ACTIVITY
	The Learner will:	
		Read an excerpt from his/her journal knowing he/she may risk embarrassment.
	3.2.13 Select own learning experiences.	
		Work independently on tasks which he/she creates.
		Work cooperatively in unsupervised game situations.
	3.2.14 Demonstrate compassion and respect for self and others.	
		Cheer on a classmate who is trying to perform a skill, but not being particularly successful.
		Establish and follow rules for safety and maximum performance.
		Accept constructive criticism.
	3.2.15 Identify the role of dance as a means of communication throughout human history.	
		Observe a traditional native dance or that of a foreign culture and replicate the style of movement.

HISTOGRAMS

ACKNOWLEDGEMENTS (Editions I/II)

MODEL
CURRICULUM
GUIDE
PROJECT

Subject: Physical Ed.
Course: All
Level: High School
Grade(s): 12
Date: 6/26/86

PERCENTAGE OF EDUCATIONAL OUTCOMES

Objective	N	%	Histogram of Percentages (10 20 30 40 50 60 70 80 90 100)
COGNITIVE			
1.10 Knowledge of specifics	0	0	
1.20 Knowledge of ways and means of dealing with specifics	0	0	
1.30 Knowledge of universals and abstractions	0	0	
2.00 Comprehension	6	19	**********
3.00 Application	10	32	**********
4.00 Analysis	2	6	***
5.00 Synthesis	1	3	**
6.00 Evaluation	0	0	
SUBTOTAL	19	61	
AFFECTIVE	7	23	**********
PSYCHOMOTOR	5	16	********
Not Classifiable	0	0	
TOTAL	31	100	

ALASKA MODEL CURRICULUM GUIDES

HISTOGRAM

This histogram of the cognitive levels of the learning objectives/outcomes is provided for the Alaska Model Curriculum Guides. The histogram is a bar graph that shows the percentages of objectives at each different cognitive level, adapted from Bloom's Taxonomy of Cognitive Levels. It provides a way to look at and understand the different "levels" of thinking required to accomplish a particular objective.

Thinking skills must be taught and reviewed to ensure something beyond the mere recall of facts. Every objective in the guides was analyzed and assigned a number indicating its cognitive level and tallied. The histogram indicates where the emphasis is within the cognitive level.

There is no ideal distribution we can use for a model, but it provides a source for professional judgement about the learning objectives/outcomes. The histogram does not necessarily show what ought to be, but rather reflects what is in this particular set of concepts promoted in the curriculum guides for school districts in Alaska.

ACKNOWLEDGEMENTS

SECOND EDITION, 1986

The department appreciates the efforts of the individual educators and professional associations in the field who reviewed and commented on the First Edition of the Physical Education Curriculum Guide. Their comments form the basis of this Physical Education Curriculum Guide, Second Edition. Individuals involved include:

Anne Fuller
AK Natural Resources and
Outdoor Education
Juneau, Alaska

Ted Baker
Fairbanks School District

Virginia Johnson
AK Science Teachers Association
Anchorage, Alaska

Margaret Albert
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Elaine Jacobson
AK Science Teachers Association

Thomas G. Sheets
AK Science Teachers Association
McGrath, Alaska

Delta Association for the Education
of Young Children
Bethel, Alaska

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Kuspuk School District

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St. Mary's School District Elem. Staff
St. Mary's, Alaska

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Rose Atuk Fosdick, Fairbanks
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FIRST EDITION, 1984 - 85

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Alaska School Districts

Adak
Anchorage
Annette Island
Bristol Bay
Copper River
Cordova
Craig
Delta/Greely
Fairbanks
Galena
Haines
Iditarod
Kenai Peninsula
Ketchikan
Klawock
Lower Kuskokwim
Lower Yukon
Matanuska-Susitna
Nenana
Nome
North Slope
Northwest Arctic
Pelican
Railbelt
Valdez
Yakutat

State Departments of Education

Alabama
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Delaware
Florida
Idaho
Ilinois
Indiana
Maine
Minnesota
Maryland
Nebraska
Nevada
New Mexico
New York
North Carolina
Oregon
Rhode Island
South Carolina
South Dakota
Tennessee
Texas
Utah
Vermont
Virginia
West Virginia
Virgin Islands
Guam

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